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We have no doubt whatever that the greater part of this loss falls within the period of elementary education. That period ends with us at the average age of fourteen or fifteen, and it should end two years earlier. Most of our systems allow eight years for this preliminary school work (not including the kindergarten in the reckoning), when seven years would be ample, and six within the bounds of possibility under conditions of intelligent instruction and favoring home influences. That neither of these conditions exists to any general extent is a fact widely acknowledged and deplored. The quality of our elementary teaching leaves much to be desired, and is fairly put to shame when compared with the similar grade of teaching in France or Germany. An additional element of waste is found in the unscientific programmes of our elementary schools, with their frequent

experimental intrusion of doubtful matter, and their lack of suitable coördination. That the home does not work in sympathy with the school is also a fact too evident to require proof. The average parent of the public school child shows a shocking lack of responsibility in this matter. The whole burden is left for the school to bear, when it ought to be largely shared by the home. The influence of the parent is often directly antagonistic to educational advancement, for it makes a vice of indulgence, and encourages the child in all sorts of outside interests at the direct expense of his educational weal.

These facts are so generally admitted by educators that it would be unnecessary to bring them forward for restatement were it not for a surprising recent development in educational opinion. Until very recently, it has been taken for granted that the remedy for all this waste was to be found in strengthening the work of the early years, in organizing instruction upon a more scientific basis, and in developing the sense of responsibility in the parent. The waste and the remedy have been equally evident, and it has seemed that the only thing to do was to do away with the one by applying the other. But, whether impatient of a reform that must inevitably require many years for its accomplishment, or actuated by a desire to win the unthinking applause of the multitude, certain persons high in authority have of late been seeking to persuade us that we had better save the lost years at the upper end of the educational scale, and give up the hope of a really pedagogical treatment of the difficulty. A college course of two years, leading to the customary bachelor's degree, is what has been actually recommended for our consideration by the president of one of our great universities. By this surgical short cut we are to deal with a disease which calls for patient scientific treatment, while we are leaving the old malignant forces still at work in the organism.

We are certainly not opposed to measures of rational economy undertaken with respect to any part of the scholastic programme. The upper reaches of the educational scheme may have their defects as well as the lower ones. As far as this is found to be true, suitable remedies should be sought and applied. We are in sympathy with those higher institutions that encourage the exceptional student to perform in three years the work that busies the average student for four. We are even in sympathy

with the present marked tendency to permit the last year of collegiate work to stand also for the first year of professional training. But we are distinctly opposed to any plan for making the college degree less difficult of attainment than it now is, or for shortening the traditional period of the American college course. The bachelor's degree means little enough under existing conditions, except for the few determined students who by their own zeal for learning make it mean what it should, and even were there no way of saving time and energy before the college is reached, it would still be an unworthy concession to the spirit of commercialism to award that degree any more readily than it is now awarded. It is not so serious a matter as all that to give our young men what is curiously called their "start in life" a year or two earlier than it is given them under existing conditions.

Aside from this wholly inadequate reason for cheapening our higher education, the advocates of a college course of three or two years seem to find their main reliance in the argument that college entrance requirements are now more difficult than they were a generation ago, and that consequently the sophomore of to-day is as much of a scholar as his father was when a senior; that the end of two years of college life now marks about the same average of attainment as was then marked by the ceremony of graduation. We are not altogether sure of this, but admitting it for the moment, we would remark parenthetically that by going back half a dozen generations we may discover a strenuous condition of college scholarship that puts our best present achievements to shame. Cotton Mather, graduated from Harvard College at fifteen, offers an example of what education could then accomplish; we cannot match that record in our own times, not even by the college career of John Fiske. We may not care for the type of learning which those old Puritan students achieved, but we cannot deny the solidity of their parts.

If it be indeed true that the graduate of the last generation was no better educated than is the sophomore of to-day, it means nothing more than that we have recovered, by a painful process of gradual advancement, something of the educational seriousness of an age long past. And now that we have in a certain measure overcome the laxity which reigned in the methods and the demands of our fathers, are we suddenly to give up all that has been

thus won for the sake of lengthening by a year or two the gainful period of life? Is the active life, under the conditions of this feverish modern world, so much more important than the contemplative life that we should make such a sacrifice? It seems to us that to state these questions squarely is to answer them in the negative, and that it should rather be our watchword to strengthen and enrich as fully as we may the years which are already consecrated to education, but not to abate by a single jot the demands which we are now enabled to make of the college graduate. We are glad to note that the suggestions recently made with a view to curtailment (or rather decapitation) of the college course have met with a general chorus of disapproval and that the wisely conservative opinion seems still to prevail among our most influential educators.

There is one rather marked recent tendency in the treatment of collegiate education which we believe to be praiseworthy. The tendency to connect more closely the work of the colleges with that of the secondary schools; even transferring to the latter the first year or two of the training hitherto reserved for the former, is a movement which is commended by important practical considerations, and which does not impair the present achieved ideal of scholarship. We are glad to note the increasing development of academic institutions which cover the first two years of college, and the extension in the same direction of the work of our larger high-schools. The essential thing about college work is its character and spirit; the place where it is done is of minor importance.

There is no doubt a certain sentimental value in the traditional plan of a continuous four years' course in the same college; the resulting ties and associations are not to be despised. But the plan which makes it possible for students to get half way through college without leaving home means the possibility of the higher education for thousands who otherwise would not get it at all, and this is a consideration which must be held to outweigh the other. In the homely phrase, half a loaf is better than no bread, and many of those who by such means get the first half will contrive to get the other half as well. The institution, whether public or private, which is engaged in performing this service deserves the most cordial encouragement, and we look forward to

the time when every large city in the United States will accept among its recognized duties that of providing at public cost an education roughly equivalent to that of the German *Gymnasium*. With such an enlargement of the functions of our public secondary schools, and with the establishment where most needed of private foundations, similar in scope, our colleges will everywhere be given a new impulse, and their membership will be recruited in ever increasing numbers. They will by no means abandon their own provisions for the first years of college work, but the present disparity in the numbers of their lower and upper classes will disappear, and possibly become reversed in the favor of the latter. We believe that this will be the next great step taken in the development of the work of higher education in the United States.

COMMUNICATION.

THE ORIGIN OF "BLIZZARD."

(To the Editor of THE DIAL.)

In the "Virginia Literary Museum" for 1829, will be found the following: "*Blizzard*. 'A violent blow—' perhaps from *Blitz*, [*Germ.*] lightning. *Kentucky*" (i. 418). In 1834 Davy Crockett wrote: "I started down the edge of the river low grounds, giving out the pursuit of my elks, and hadn't gone hardly any distance at all, before I saw two more bucks, very large fellows too. I took a blizzard at one of them, and up he tumbled. The other ran off a few jumps and stop'd; and stood there till I loaded again, and fired at him" ("Narrative," p. 152). In 1835 Crockett again used the word (in his "Tour," p. 16), but in a sense which was misunderstood by Bartlet and which has proved a puzzle to lexicographers. An examination of the entire passage (too long to give here) and a comparison with the extract just quoted, show that in 1835 the word was employed figuratively as meaning a sort of extinguisher, a "squelcher." No instance of *blizzard* has been recorded between 1835 and 1880, but the word is said to have appeared in its now familiar sense in a Dakota newspaper in 1867. Professor Cleveland Abbe calls my attention to the first use of the word in the "Monthly Weather Review" for December, 1876, as follows: "The very severe storms known in local parlance as 'blizzards' were reported on the 8th as prevailing in Iowa and Wisconsin, where temperatures of -15° and -20° prevailed, with violent northwest winds and much drifting snow" (p. 424). It may be added that in the sixties and seventies of the last century what we now call blizzards were on the plains termed *northers*—a word which apparently originated in Texas, where, (as applied to a north wind) it is found as early as 1838. Can any of your readers furnish me with examples of *blizzard*, in any sense, previous to 1880?

ALBERT MATTHEWS.

Boston, April 6, 1903.

The New Books.

A QUEEN OF LETTER-WRITERS.*

Mrs. Basil Montagu once said to Mrs. Carlyle, "Jane, everybody is born with a vocation, and yours is to write little notes." A fresh instalment of these piquant little letters — hardly inferior in general interest, and not at all inferior in style, to those already selected and published as the cream of her correspondence, — will be warmly welcomed by all Mrs. Carlyle's admirers.

No one can read these volumes without being tempted to paraphrase a late eminent statesman and declare that Froude never put pen to paper without subtracting from the sum of human knowledge. A long and illuminating introduction by Sir James Crichton-Browne gives a psychological analysis of that extraordinary editor's method of unerring inaccuracy in treating the Carlyles' domestic relations. Froude is shown to have been the victim of preconceived ideas. Having made one false assertion, he felt himself bound to support it by another equally false, and so on to greater and greater perversions of the truth. Carlyle had used the word remorse in speaking of his feeling for his deceased wife. Mordant sorrow — and, by the way, both Chapman and Dryden use the term in this sense — was what the bereaved husband meant; but Froude chose to interpret the word as bitter self-reproach. *Hinc illæ lacrimæ.*

The Carlyles' early life at Craigenputtock has been depicted by Froude as one of the loneliest and dreariest imaginable; but the young wife's letters written then and there falsify this view almost as effectively as if penned for the purpose. By Froude's own confession, he knew practically nothing of her life there. He says, mistakenly, that few of her letters of the period were preserved, and that consequently "we are left pretty much to guess her condition; and of guesses, the fewer that are ventured the better." Yet he has hazarded a good many guesses, and how bad they were was shown by the publication of Mrs. Carlyle's "Early Letters" in 1889. The editor of this third collection of her letters points out these and many other instances of "Froudacuity," some of them so

wantonly mischievous, if not malicious, as to stagger belief. For instance, introducing the letters of July, 1843, Froude published the following to support his charge of selfishness against Carlyle: "The house in Cheyne Row requiring paint and other readjustments, Carlyle had gone on a visit to Wales, leaving his Wife to endure the confusion and superintend the workmen, alone with her maid." And all the time he had in his keeping letters proving the falsity of such assertions. Both Mr. and Mrs. Carlyle had been invited to visit the Redwoods, in Wales, but for reasons of her own Mrs. Carlyle declined. Carlyle urged her to accompany him on this Welsh tour. Failing in this, he next proposed to take a furnished cottage near Nottingham, in which they should spend the month of August together. To the letter proposing this Mrs. Carlyle replies: "Never mind me, Dearest; try to get the most good of the Country that can be got for yourself; I do not care a farthing for Country air; and am busier here than I could be anywhere else. Besides I should like to go to Liverpool when my Uncle returns home." These words were suppressed by Froude in publishing the letter of which they form a part. The truth of the matter is, Mrs. Carlyle had set her heart on decorating her house a little that summer, and therefore managed to get her husband out of the way for this very purpose. So one might go on citing instances of both the *suppressio veri* and the *suggestio falsi*; omission, misquoting, and wrong dating being the expedients commonly adopted.

But let us turn to something pleasanter and more profitable. Mrs. Carlyle's vein is already familiar to the reading public, and she is as bright and entertaining here as in the earlier-published correspondence. The first of the letters now offered is dated nine years earlier than the first letter of "Letters and Memorials," the last only a few months before the writer's death, and all, with some half-dozen exceptions, now see the light for the first time. The greater number are to her husband. Kinsfolk and a few intimate friends claim the rest. One letter of the Craigenputtock period is especially significant in view of Froude's picture of Mrs. Carlyle's dreary existence at that time. Visiting her mother at Templand in 1828, the young wife writes back:

"Kindest and dearest of Husbands — Are you thinking you are never to see my sweet face any more? . . . What progress you will have been making with Burns in my absence! I wish I were back to see it; and to

*NEW LETTERS AND MEMORIALS OF JANE WELSH CARLYLE. Annotated by Thomas Carlyle, and edited by Alexander Carlyle, with an introduction by Sir James Crichton-Browne, M.D., LL.D., F.R.S. In two volumes. Illustrated. New York: John Lane.

give you a kiss for every minute I have been absent. But you will not miss me so terribly as I did you. Dearest, I do love you! Is it not a proof of this that I am wearying to be back to Craigenputtock *even as it stands*, and while everyone here is trying to make my stay agreeable to me! . . . God bless you, darling. You will send the horses for me on Sunday, *und nichts mehr davon!* Ever, ever your true wife."

In the summer of 1837 she went on a tour of pleasure with Mr. and Mrs. Sterling. This is what she writes to her husband about nature:

"Every day I felt more emphatically that Nature was an intolerable bore. Do not misconstrue me, — genuine, unsophisticated Nature, I grant you, is all very amiable and harmless; but beautiful Nature, which man has exploited, as a Reviewer does a work of genius, making it a peg to hang his own conceits upon, to enact his *Triumph der Empfindsamkeit* in, — beautiful Nature, which you look out upon from pea-green arbours, which you dawdle about in on the backs of donkeys, and where you are haunted with an everlasting smell of roast meat — all that I do declare to be the greatest of bores, and I would rather spend my days amidst acknowledged brick houses and paved streets, than in such a fools' paradise."

Two pen portraits, or rather caricatures, of James Martineau are amusing. In the second the editor allows only the initials to appear, but the place and date (Liverpool, 1846) help to make the reference unmistakable.

"He is anything but happy, I am sure: a more concentrated expression of melancholy I never saw in a human face. I fancy him to be the victim of conscience, which is the next thing to being the victim of green tea! His heart and intellect both protest against this bondage; and so he is a man divided against himself. I should like to convert him — *moi!* If he could be reduced into a wholesome state of spontaneous blackguardism for six months, he would 'come out very strong.' But he feels that there is no credit in being (spiritually) *jolly* in his present immaculate condition, and so he is as sad as any sinner of us all."

"I went to hear J— M— yesterday morning, as a compromise betwixt going to the Family Church and causing a Family disturbance by staying at home. The sermon was 'no go.' The poor man had got something to say which he did not believe, and could not conceal the difficulty he found in *conforming*. Flowers of rhetoric world without end, to cover over the barrenness of the soil! I felt quite *wae* for him; he looked such a picture of conscientious anguish while he was overlaying his *Christ* with similes and metaphors, that people might not see what a wooden puppet he had made of him to himself, — in great need of getting *flung overboard* after the Virgin Mary, 'Madame sa Mère.'"

Even during the melancholy and trying period of Mrs. Carlyle's morbid despondency (1846-57) her letters maintain their wonted sprightly flow of amusing chit-chat. Once and again, perhaps, we catch a glimpse of the dark undercurrent, as when she says in a letter to her brother-in-law, Dr. John Carlyle:

"My cold is away again; but, oh, dear! my 'interior' is always very miserable; and nothing that I do or for-

bear seems to make the least difference. The worst is the dreadful pressure on my faculties. There are kinds of illnesses that one can work under, but this sort of thing that I go on with makes everything next to impossible for me."

In a few days, however, her pen is running on again as usual, with an amusing reference to a letter addressed to "Mrs. T. Carlyle, Esq." Her little phrases of endearment to her husband are always beautiful and touching. Such a pair of married lovers, thinks the reader, one knows not the like of; and the little harshnesses of daily intercourse fall back into their true insignificance in the light of these letters. Before company, and even in private, the *dour* Scotch nature is confessedly given to expressing its conjugal affection in negatives. What but love and sympathy could have dictated such a passage as the following, which opens a letter written by the wife to her husband after thirty-four years of married life?

"I do hate, Dear, to tell all about myself every Day! as if I were 'the crops,' or something of that sort. When 'I'se no better, I'se ashamed to say it'; and when I am better I'se equally ashamed to be cackling about my wellnenses; and so I shall be glad when you can see with your own eyes how I am instead of my telling you in words."

The letter closes with a "God be with you! Ever yours." Finally, in a letter written only a year before her death, excusing herself for letting a day pass without sending the usual token of affection to her absent husband, she says:

"Again you have had no Letter, Dear! But, in compensation, all the ink-spots are out of your writing-table! Had it been going straight to any Literary Museum, I shouldn't have meddled with the *ink*, which Hero-worshippers might have regarded with a certain adoration; but for your *own* use I thought you would like it better clean! It has never been cleaned, that poor table, since I used to do all the Housework myself! And it is a wonder of heaven that I should be up to such work again, after all; and I cannot better express my thankfulness than in working while I may! So I fastened on the table after breakfast this morning, and rubbed at it the whole time till the carriage came at two! Of course Jessie could have waxed and turpentine the table better than I; but no one but me, I flatter myself, could have shown the patience and ingenuity necessary for extracting all that ink!"

A thousand pities it is that Mrs. Carlyle's entire correspondence — forming, as annotated by a husband's loving hand, a most charming and impressive work of literature — could not have been entrusted at the outset to the sympathy and discretion of the present editor, who has done his work so wisely and so well. We should then have been spared all those incredible twistings of the truth that make one gasp

with astonishment as they are revealed in reading the present collection. Even in the matter of verbal inaccuracies the chosen literary executor achieved the unbelievable. Professor Norton found one hundred and thirty-six corrections necessary in the first five pages of the "Reminiscences." Surely such a positive genius for wanton error the literary world has never seen, before or since. A service has been rendered to the cause of truth and a pious tribute paid to the memory of two suffering souls by the publication of these letters, unsubjected to the racking, amputating, disembowelling process adopted in the "Letters and Memorials." The two volumes are of excellent workmanship, the clear type and finely-executed portraits being a delight to the eye.

PERCY FAVOR BICKNELL.

THE ITALIAN RENAISSANCE IN ENGLAND.*

There are two ways of dealing with a large subject, the method of scholarship and the method of literature. Of the first, an excellent example is Warton's "History of English Poetry," a book which was so well made more than a hundred years ago that it still holds its own, in spite of the great advances in English scholarship and criticism since Thomas Warton's time. Of the large subject treated with learning, with judgment, and with style, no book in English surpasses Green's "Short History of the English People."

The first impression that is left on reading Mr. Einstein's account of "The Italian Renaissance in England,"—an impression that is but deepened by a more careful examination of the book,—is, that the subject is entirely too large for a thesis. Any graduate student is bound to come to grief with a subject that comprehends two centuries of time and two great literatures. To cope with so vast a theme there is required, first of all, a full man, one who has read widely at first hand. And then to sufficiency of equipment there should be added critical acumen and a sense of the relative value of things. It is the play of Hamlet with Hamlet left out, to discuss the Italian Renaissance in England, crowding the whole of the great drama within the space of three pages. So the Italianization of Shakespeare gets here but three pages more.

*THE ITALIAN RENAISSANCE IN ENGLAND. By Lewis Einstein. (Columbia University Studies in Comparative Literature.) New York: The Macmillan Co.

In addition to immaturity, Mr. Einstein labors under the further disadvantage of not being to the manner born in either of the literatures he is writing about. The external point of view is curiously marked. The discussion of English poetry is timid, dry, and wholly inadequate; while there is absolutely nothing in the treatment of English politics which would suggest that the Tudors had something to do with the development of the modern state. Machiavelli and Elizabeth to the contrary, the English Constitution is as conspicuously absent from Mr. Einstein's book as the Elizabethan drama. On the other hand, the chapter on the Italian merchant in England is written *con amore*.

The plentiful dearth of humor in these pages, if it is not foreign, suggests at least the Baker's perplexity:

"I said it in Hebrew,—I said it in Dutch,—
I said it in German and Greek;
But I wholly forgot (and it vexes me much)
That English is what you speak!"

No man of English strain, and no Italian, could possibly have walked through these two centuries of grandly humorous literature without even once cracking a smile. There is one bit of unconscious humor, where the fear of brigands and the inconveniences of travel are naively urged to explain the fact that the Elizabethan travellers in Italy made no account of the landscape. The English traveller affords a good illustration of the author's heavy manner of treating an attractive theme. Almost every Englishman of note during the reigns of Elizabeth and James made the tour to Italy. They were statesmen, diplomatists, poets, artists, scholars, men of fashion and of leisure. The literature of the time is full of their experiences and of the ideas they brought home on all sorts of subjects. But the great body of this literature (which often bubbles over with fun) is a closed book to Mr. Einstein, who confines his attention to two or three early guide books. He quotes Dallington's "Method for Travel," but does not mention Fynes Moryson, nor Lithgow, nor Coryate. He knows Sidney as a traveller, but not Crashaw, Donne, Harington, Lord Herbert of Cherbury, Howell, Killigrew, Milton, Peacham, Thomas Sackville, Sir Henry Wotton, and literally scores of famous Elizabethans.

Mr. Einstein has fallen into a good many errors of fact and of opinion. Names of persons are frequently inaccurate. For example, William Latimer (p. 38) is introduced (p. 30)

and indexed (p. 416) as Thomas Latimer; William Selling (p. 29) should be William Tilley, of Selling; Cardinal Guala (Guala Bicchieri, raised to the purple by Innocent III.) is called Cardinal Gualli (p. 179), where it is said, in obscure and now obsolete English, that he "conferred Chesterton Rectory to the monastery of St. Andrews." Lord Buckhurst is spoken of (p. 275) and indexed (p. 412) by his title, one of his titles, only; his name, Thomas Sackville, nowhere appears. "Even a woman miniaturist, Alice Carmellian" (p. 196) is not recognized as Ellis Carmyan, mentioned on page 77, as a masque decorator. The "Dictionary of National Biography" records this person's name as Alice, or Ellis, Carmylon, and gives five variant spellings, — Alice Carmillian, Alys Carmyllion, Alis Carmylion, Ellis Carmyan, and Elysys the painter. As to Alice Carmylon's being a miniaturist, the "Dictionary" says: "It does not appear what foundation John Gough Nichols has for his remark that 'she appears to have been a painter in miniature.'" Upon the point of sex, the same authority decides that there is "no conclusive evidence either way."

A variation in kind from the confusion of a person with himself, or herself, is Mr. Einstein's making two different persons masquerade as one. On page 852 Unico Aretino is supposed to be Pietro Aretino. This is confounding the fairly respectable, if rather conceited, Unico with the eminently unrespectable Pietro. Bernardo Accolti, of Arezzo, was called the "Unico Aretino," from his "unique" faculty for extemporizing verse. Pietro Aretino's name was Pietro Bacci. These two persons did live at the same time, and in the same city. But Francesco Patrizi, Bishop of Gaeta (died 1494) comes to life again (p. 298) as Francesco Patrizi (1529-1597), and no bishop. Francesco Patrizi, Bishop of Gaeta, wrote "*De Regno et Regis Institutione*" (Paris, 1567), a book which was translated by Richard Robinson, in 1576, as "A Moral Methode of Civile Policie," etc. The other Francesco Patrizi wrote, "*Della Historia diece dialoghi . . . ne quali si ragiona di tutte le cose appartenenti all' historia, et allo scriverla, et all' osservarla*" (Venetia, 1560). Thomas Blundeville translated this book, in 1574, under the title, "The true order and Methode of wryting and reading Hystories according to the Precepts of Francisco Patrioic," etc. Mr. Einstein mentions the first work on pages 298 and 301; the other work is the one referred to on pages 309

and 313. But on page 417 all the references are assigned to one person, F. Patrizi.

Again, it fills the judicious reader with misgivings to meet with many familiar titles which have been here transformed, and deformed. The Latin title just cited reads (p. 298) "*De Regno et Regio Institutione*." George Pettie's alliterative title "A Petite Pallace of Pettie his Pleasure," becomes unintelligible (p. 364) in "Pettie's Palace of Pettie his Pleasure." A well-known book Mr. Einstein knows as J. R. Green's "Short History of England" (p. 292).

The most extraordinary made-up title occurs on page 362, where Mr. Einstein, writing on Italian fiction, produces a little fiction of his own. He says: "*Perimides and Philomela*, for instance, was so closely imitated from Boccaccio that it [?] amounted almost to a translation"; and as authority for this statement, the "Publications of the Modern Language Association" (1898, p. 250) is alleged. Turning to the "Publications" for 1895, ("Elizabethan Translations from the Italian"), on page 275 there is entered Robert Greene's "*Perimides the Blacke-Smith*"; and a few pages farther on (p. 278), "*Philomela, the Lady Fitzwaters Nightingale*." On page 250, in the preface to this article, which is on prose romances from the Italian, Greene's imitation of Boccaccio is mentioned, and these romances are instanced as examples. Mr. Einstein has run the two titles into one, and then given a reference that is wrong as to source, year, and paging. Can Mr. Einstein have read the novels of Robert Greene?

It would seem to imply an almost hopeless inaccuracy of mind as to titles, to have to note of Mr. Einstein that the work which has helped him most in writing his book, the "Publications of the Modern Language Association," he calls everywhere (he cites it four times only) the "Proceedings" of that society. The "Proceedings" is the report of the annual meeting of the Association, published every year in No. 4 of the "Publications." No one of Mr. Einstein's four references will be found in any of the "Proceedings."

It is not the case, as stated on page 81, that Giovanni della Casa's "*Galathea*" was translated into French and Spanish before its appearance in English, in 1596. Robert Peterson's translation of "*Galathea*" was printed in London, in 1576, with a dedication to the Earl of Leicester. The British Museum possesses a copy of this imprint; and an exemplar, imper-

fect in some respects, is owned in this country by Harvard University. The first French translation, that of Jean du Peyrat (Paris, 1562) did precede Peterson's; but the first Spanish translation, a very rare book, is dated nine years later. It is, "*Tratado llamado Galathea . . . Traduzido de lengua Toscana en Castellano por el Doctor Domingo de Bezerra*" (Venecia, 1585).

A familiar Cellini story turns up (p. 196), attributed to Torrigiano, whose "irascible temperament," it is said, "did not long permit him to enjoy quiet among 'those beasts the English,' as he was wont to call them." There is a hasty reading here of J. A. Gotch ("Early Renaissance Architecture in England," p. 7). Gotch attributes this characterization of the English correctly to Cellini, and quotes it accurately, "beasts of English," *quelle bestie di quelli inghilesi* ("Vita di Benvenuto Cellini," c. 15. b.).

Mr. Einstein's habit of inaccuracy passes over into matters of opinion. He says (p. 364) that John Drout's "The Pityfull Historie of two luning Italians Gualfrido and Barnardo le vayne" was "falsely stated to be a translation to mislead the reader." The "Dictionary of National Biography," under Drout's name, says: "Collier doubts whether Drout really translated the story from the Italian, and suggests that Drout describes it as a translation so that he might take advantage of the popularity of Italian novels." Mr. Einstein gives no authority for his statement. If he has based it upon Collier, it has but a shaky foundation, for surely a doubt and a suggestion of John Payne Collier do not make a matter of fact. The point is important because it illustrates the curious facility of conjectures to get taken for facts by the next writer on the subject.

Mr. Einstein himself is rather given to conjectures, as when (p. 74) he says that Saviolo on quarrels, or "perhaps some similar sentence . . . first suggested the dramatic possibilities of *Romeo and Juliet*,"—"Romeo and Juliet," of all tragedies, with its venerable antiquity and distinguished pedigree, in Latin, and even in Greek, Italian, French, Spanish, and English. Or when (p. 168), repeating R. L. Douglas (Introduction to "Certain Tragical Discourses of Bandello," Tudor Translations, 1898, p. xlvii), he says that Ascham, in censuring English translations of Italian books, "had probably in mind Fenton's translation of Bandello, dedicated to Lady Mary Sidney."

As a matter of fact, Fenton translated thirteen novels only, and all of those from the French of Belleforest. If Roger Ascham had any one book in mind, it was much more likely to have been Painter's "Palace of Pleasure." This is evident from the interpolation at the end of the first part of "The Scholemaster," which, from internal evidence, must have been written about 1568, the year after the appearance of Painter's Second Tome. At that time, Painter had published ninety-four novels, largely from the Italian. Volume I., sixty novels, is practically a Boccaccio book; Volume II., thirty-four novels, a Bandello book.

The index leaves much to be desired. Very few titles get into it at all, and a large majority of persons are indexed without their Christian names or initials. This leads to the confusion of persons, even by the author himself. Names in the foot-notes now and then stray into the index, but most of them are omitted. Many of the foot-notes are inaccurate. The references at the bottom of page 92 are cited as from "Castiglione"; they refer in fact to Thomas Hoby's translation of Castiglione, "The Book of the Courtier" (probably the "Tudor Translations" reprint, 1900). Mrs. T. R. Green (pp. 258 and 259) should read Mrs. J. R. Green. Richard Mulcaster's "The First Part of the Elementarie" is cited (p. 164) simply "Elementary," without author's name, without date, without the original spelling. So vague a reference is useless.

Many of the mistakes in this book arise, doubtless, from the author's youth and haste. They might have been avoided by sounder knowledge and closer attention to details. A very serious fault has been noticed by the London "Athenæum." The English reviewer points out, that in the making of his book Mr. Einstein has been indebted, more than his own statement of the case would seem to indicate, to an earlier work, "Elizabethan Translations from the Italian." The facts referred to by "The Athenæum" are these: There appeared in the "Publications of the Modern Language Association," 1895-1899, four articles on "Elizabethan Translations from the Italian." Of the 187 Printed Sources of information set forth in Mr. Einstein's bibliography, 106, or more than half, are to be found in the "Elizabethan Translations from the Italian." There can be no doubt about Mr. Einstein's having found them there, for he uses material from the "Elizabethan Transla-

tions from the Italian" in his text and foot-notes more than 100 times. No fewer than 64 works for the first time collected and annotated in "Elizabethan Translations from the Italian" are quoted in Mr. Einstein's foot-notes without reference to the source of authority. Further, some 72 of these works are mentioned in Mr. Einstein's text, most of them without any foot-notes.

On page 336 of the "Elizabethan Translations" a quotation from Roger Ascham is immediately followed by one from Dr. Johnson; on page 108 of the "Italian Renaissance in England" the same juxtaposition of authorities occurs, but the references cite the original works. On pages 61 and 62 of the "Elizabethan Translations" there is a discussion of the influence of the Mantuan on Shakespeare and Spenser; the same subject is treated on pages 347 and 348 of the "Italian Renaissance in England," with the same references, but cited as from the original, except that a quotation from Drake's "Shakespeare and his Times," is transferred to the more recent "Life of Shakspeare" by Mr. Sidney Lee. The identity of authorities in this instance represents such an unusual concatenation of persons as Mantuanus, Shakespeare, Alexander Barclay, Aeneas Sylvius Piccolomini, and F. Kluge. Surely Mr. Einstein has failed to meet the moral obligations here involved by acknowledging his indebtedness to the "Elizabethan Translations from the Italian" twice only throughout his book, and by the cursory sentence in his preface which probably led to "The Athenæum's" criticism.

Nor is it the author of "Elizabethan Translations from the Italian" alone who may justly object to Mr. Einstein's too free borrowing. For the Italianization of Spenser, Mr. Einstein closely follows an article by Professor R. E. Neil Dodge on "Spenser's Imitations from Ariosto." He calls the paper "Imitations from Ariosto," and cites it "Proceedings [*sic*] Modern Language Association, 1897." Professor Dodge's name is nowhere mentioned. The references in the foot-notes to page 342, unacknowledged there, and with one of the Spenser citations incorrect, may be found on pages 182 and 183 of Professor Dodge's article in the "Publications of the Modern Language Association." So, also, the striking phrase "reflective and picturesque," describing the total effect of "The Faerie Queene" (Mr. Einstein, p. 343), is Professor Dodge's ("Publications," 1897, pp. 183-4). While it is the

scholar's happy privilege to use freely the published results of the labors of others, this privilege carries with it the equally happy duty of acknowledging its exercise. To neglect the duty is to abuse the privilege.

MARY AUGUSTA SCOTT.

RECENT TEXTS IN LITERATURE.*

We have had many school manuals of American literature, but none more readable than the "Introduction to the Study of American Literature" which has been prepared by Professor William Cranston Lawton. It is not easy to make a book of this sort readable, and many authors do not attempt the task. Those who do are apt to place their main reliance upon attention to a few great names and movements, ignoring the minor matters that can make a page so forbidding. Mr. Lawton has not shirked the obligation to give his treatment some degree of completeness (although the scale is small), and many of his pages are crowded with names and titles. But even where they come together most thickly he contrives to introduce a fresh phrase or a telling epithet that has a wonderful way of lighting up the text. He is naïvely personal at times, as when after his account of Poe, he speaks of it as "the present rather hostile study," and calls Mr. Woodberry "as sympathetic a biographer and expositor as any healthy human nature with temperate blood is ever likely to prove." A still more personal note is found in these words upon Lydia Maria Child:

"As for the exact literary rank of this heroic woman, the critical scales must be passed to younger and cooler hands. In the homes of a few original Garrisonians her early books were still cherished. We learned to read, that we might not be dependent on our busy elders for daily absorption in her 'Flowers for Children.' Our own offspring seem to detect a moral and Edgeworthian flavor in the cherished volume, and prefer 'Little Women.' We first heard the very names of Pericles and Plato in her Greek romance 'Philothea.'"

*INTRODUCTION TO THE STUDY OF AMERICAN LITERATURE. By William Cranston Lawton. New York: Globe School Book Co.

AMERICAN LITERATURE in its Colonial and National Periods. By Lorenzo Sears, L.H.D. Boston: Little, Brown, & Co.

A STUDENT'S HISTORY OF ENGLISH LITERATURE. By William Edward Simonds, Ph.D. Boston: Houghton, Mifflin & Co.

STANDARD ENGLISH PROSE. Bacon to Stevenson. Selected and edited by Henry S. Pancoast. New York: Henry Holt & Co.

A STUDY OF PROSE FICTION. By Bliss Perry. Boston: Houghton, Mifflin & Co.

The 'Letters from New York' widened the vista of a village street to our boyish eyes."

We doubt very much if such confessions as these belong in a school history of literature, but we are sure that they will be grateful to readers who are not school children. And it is certainly not for a juvenile audience that Mr. Lawton has penned words such as these:

"Mr Aldrich recalls a previous incarnation on the banks of old Nile; and, indeed, so far as pure and serious art, with a dash of dreamy idealism still, may drift from the austerer tradition of Puritanism, he has departed. . . . His best short stories have a large vein of mischief and mystification. His longer novels perhaps lack somewhat the justification of broad view or large ethical purpose, but all the too little that he writes is enjoyed."

These sentences are altogether typical of Mr. Lawton's manner, and explain why he has made a book so interesting to mature minds, albeit one not likely to appeal to school children. We defy the average child to make anything out of such a delightful paragraph as that on a later page devoted to "Hans Breitmann." We certainly cannot quarrel with Mr. Lawton for giving us a book so much better than any mere school book has a right to be, but there are one or two minor points of criticism that must not be omitted. No one, from the account of Longfellow's "Christus," could get any exact notion of the plan and structure of that work. And it is certainly not true that, as a result of the Civil War, "There is to be but one Anglo-Saxon nation on this continent." These, and a few other instances of careless statement, are the trifling defects of a work which is packed with ideas and allusions, which has an unfailing freshness of touch, and which deserves to extend its influences far beyond the bounds of the school room.

A more leisurely treatment of our literary annals, designed for the general reader rather than for the uses of schools, is the work of Professor Lorenzo Sears, and is entitled "American Literature in its Colonial and National Periods." The author is in sympathy with his subject, and writes from a wide first-hand acquaintance with the literature which he discusses. He introduces many illustrative quotations, and they prove to be surprisingly unhaekneyed, although quite as typical of their authors as the excerpts commonly met with in works of this description. The book is distinctly the author's own, and not the compilation of earlier compilations which a text-book of our literature is so apt to be. It is, moreover, distinguished by sobriety of judgment, and its originality is not gained by paradoxical opinions

or startling departures from the views generally accepted. Mr. Sears does not make himself the champion of any particular man or set of men at the expense of others, nor does he seek to attract attention by any eccentricities of manner. He is the master of a flowing and graceful style which always pleases, and which leaves a pleasant memory behind. As far as we may say that his book has a method, it is that of dividing his subject into neat compartments, each of his nearly two score chapters being given either to a single author or to a clearly-defined group, such as "Plymouth Diarists," "The Knickerbocker Group," "Southern Orators," and "American Humor." This method inevitably results in omissions that sometimes seem serious, or to the slurring over of names that one would like to see accorded a more conspicuous treatment. The most notable illustration of this defect is found in the failure to give adequate attention to the "transcendental" movement in New England. We have separate chapters on Emerson and Thoreau, but "The Dial" is not so much as named, and mere mention of her name is the only notice taken of Margaret Fuller. Colonel Higginson should have something to say on this subject. A convenient reading list is appended to the work.

The "Student's History of English Literature" which has been written by Professor W. E. Simonds is a book after the conventional pattern, prepared with close reference to the needs of schools, and crammed with information. As far as it has distinguishing characteristics, they may be summarized by saying that more than the usual attention is given to English history, to the biographies of authors, and to matters of philological interest. The illustrations are singularly interesting, being mostly facsimiles of the printed or manuscript page and old wood-cuts and drawings. The bibliographical matter is unusually copious, and the book is well provided with questions, exercises, and other matters helpful from a pedagogical point of view. Extracts are introduced in considerable numbers, but they are so brief that they do not crowd unfairly the historical and critical text. Mr. Simonds is careful in his judgments of authors to present the approved views of criticism rather than any fancies of his own. This makes him a safe guide, and he is also an eminently readable one. The volume ends with a literary map of England and an elaborate index which calls for a word of special praise.

Mr. Henry S. Pancoast, whose histories of English and American literature, with the accompanying volumes of standard selections, have met with such wide and well-deserved favor, has added to the series a book of "Standard English Prose," the selections ranging from Bacon to Stevenson. The selections are reasonably long, and in nearly all cases are complete compositions. This method necessitates the omission altogether of some writers for whom we should naturally look, but the thirty-five who are represented provide a goodly variety of styles, and illustrate all of the highly important phases in the development of our prose literature. Fifteen of the number are writers of the last century, and those belonging strictly to our own time are Newman, Froude, Ruskin, Arnold, Pater, and Stevenson—a judicious selection, on the whole. The longest selection in the volume is Macanlay's "Milton." In an appendix we are given brief examples of a few of the earlier prose writers, from Wyclif to Sidney, and then comes a body of notes filling a hundred pages.

"A Study of Prose Fiction," by Mr. Bliss Perry, is not entirely a book for school uses, although it had its origin in a course of college lectures, and includes practical exercises for students of literature. No one could be better qualified than Mr. Perry for the production of a treatise of this sort, for his connection with the art of story-writing is of a three-fold character, practical, pedagogical, and editorial. He puts the case, over-modestly, in these terms:

"It happened that the author wrote fiction, after a fashion, before attempting to lecture upon it, and he is now conscious that the academic point of view has in turn been modified by the impressions gained during his editorship of 'The Atlantic Monthly.' Whether the professional examination of many thousands of manuscript stories is calculated to exalt one's standards of the art of fiction may possibly be questioned. But this editorial experience, supplementing the other methods of approach to the subject, may be thought to contribute something of practical value to the present study of the novelist's work."

The book is based upon the thesis "that as the traveller who has studied architecture most carefully will get the most pleasure out of a cathedral, so the thorough student of literary art will receive most enjoyment from the masterpieces which that art has produced." A corollary of this proposition is that literature (including fiction) has its laws and the criticism thereof its canons; that the business of the critic is to be acquainted with the former and to apply the latter to whatever case he may have at hand. He "takes for granted that

there is a body of doctrine concerning fiction, as there is concerning paintings or architecture or music and that the artistic principles involved are no more incapable of formulation than are the laws of the art of poetry, as expressed in treatises upon Poetics from Aristotle's day to our own." Or, as the matter is neatly expressed in a later paragraph, "that Aristotle and Lessing, in short, wrote with one eye on Mr. Kipling and Mr. Hardy." So Mr. Perry proceeds to discuss the principles of the art of fiction under such heads as fiction and the drama, fiction and science, the characters, the plot, realism, and romanticism. And at every stage of the discussion, he enforces his theoretical points by the most felicitous of illustrations. If we were to choose among Mr. Perry's thirteen chapters those which strike the deepest root, we could not be far astray in singling out the twin discussions of realism and romanticism. Here we find an analysis which leaves nothing unsaid that is essential, and which shows us, by implication, how futile is the greater part of the controversial literature that has been devoted to this dual theme, how foolish it is for a man to attach to himself or his work either label. And the writer now and then takes a firm grasp upon the ethics of literary art, as in the following passage:

"There are thousands of good people who are shocked—as perhaps they ought to be—by a story that describes in plain terms the yielding of a young man to sexual temptations, but who are not shocked in the least by a story that glorifies brute force, sings the praise of war, and teaches that for the individual or the nation it is might that makes right."

With this fine sentiment we take a reluctant leave of this book, which is deserving of very high praise, both for the sanity of its teaching and for the unflinching charm of its manner.

WILLIAM MORTON PAYNE.

THE STORY OF HELEN KELLER.*

Sixty-five years ago Dr. S. G. Howe of Boston gave forth the then somewhat startling announcement that he was educating a child deprived of sight and hearing. The results of his instruction of Laura Bridgman were widely heralded over the civilized world. When in 1887 Miss Sullivan approached the same problem in the case of Helen Keller, then a child

*THE STORY OF MY LIFE. By Helen Keller. With her letters, and a supplementary account of her education by John Albert Macy. Illustrated. New York: Doubleday, Page & Co.

of seven years of age, the difficulties of the task were far better understood. The possibilities of an education in spite of the curtailment of the ordinary avenues of knowledge obviously depend upon the individual gifts of the subject. Everyone knows that Helen Keller was a remarkable child and has grown to be a remarkable young woman. The story of her life is now published in adequate form, and serves to intensify, as well as to rationalize, the note of admiration which everywhere greets an account of her achievements.

The volume consists of an autobiography, of a well-selected selection of her letters written from her seventh to her twenty-first year, and of an account of her instruction, prepared largely by Miss Sullivan, with additional comments by the editor of the volume, Mr. J. A. Macy. All three collaborators have done their work well; and especial attention should be directed to the value of Miss Sullivan's letters written at the time of her taking charge of Helen Keller, and now for the first time given to the public. These letters indicate an appreciation of the psychological and educational problems involved in bringing up a bright but sightless and silent child, which one would have expected from the result, but which it is most assuring to read in print as a contemporaneous record. In a letter written only a few months after she found her way to the mind of her charge, Miss Sullivan writes: "No one can see her without being impressed. She is no ordinary child, and peoples' interest in her education will be no ordinary interest. Therefore let us be exceedingly careful what we say and write about her." Miss Sullivan was fortunately free from adherence to any pet theory or method, but was able to adapt sound principles of education to the special conditions that were set before her. The result is that Miss Keller to-day participates freely in most of the intellectual life of her age.

The book in the main is Helen Keller's book, and the interest in her is a genuine interest in her personality; for, as Miss Sullivan well says, Laura Bridgman remained to the end of her days a curiosity, but Helen Keller has been almost from the outset a distinct personality. One of the ways to suggest the interest of the narrative will be the presentation of a few extracts, which show the young woman as she is to-day, — a student at Radcliffe, with all the interests of a student and the enthusiasm of youth. Like many students, she often grows rebellious at methods that do not suit her tem-

perament; but, unlike many students, she has a greater fertility in expressing her impatience. In a theme recently submitted in the course in literature, she writes as follows:

"Ah! the pranks that the nixies of Dreamland play on us while we sleep! Methinks they are 'jesters at the court of heaven.' They frequently take the shape of daily themes to mock me. They strut about on the stage of sleep like the foolish virgins, only they carry well-trimmed notebooks in their hands instead of empty lamps. At other times they examine and cross-examine me in all the studies I have ever had, invariably asking me questions as easy to answer as this: 'What was the name of the first mouse that worried Hippopotamus, satrap of Cambridge under Astygas, grandfather of Cyrus the Great?' I awake terror-stricken, with the words ringing in my ears — 'An answer or your life!'"

Examinations come in for a considerable share of her disdain.

"The days before these ordeals take place are spent in the cramming of your mind with mystic formulae and indigestible dates, unpalatable diets, until you wish that books and science and you were buried in the depths of the sea . . . 'Give a brief account of Huss and his work.' Huss? Who was he and what did he do? The name looks familiar. You ransack your budget of historic facts much as you hunt for a bit of silk in a rag-bag. You are sure it is somewhere in your mind near the top — you saw it there the other day when you were looking up the beginnings of the Reformation. But where is it now? You fish out all manner of odds and ends of knowledge — revolutions, schisms, massacres, systems of government; but Huss — where is he? You are amazed at all the things you know which are not on the examination paper. In desperation you seize the budget and dump everything out, and there in the corner is your man, serenely brooding on his own private thought, unconscious of the catastrophe which he has brought upon you. Just then the proctor informs you that the time is up."

Helen Keller's talk is as good as her writing. She is quick at repartee, anxious to give and take, and has an unusual sense of humour. When Dr. Furness warned her not to credit too implicitly all that her Harvard professors might tell her about the life of Shakespeare, of whom we know only that he was baptized, married, and died, her answer was ready: "Well, he seems to have done all the essential things." Her letters, often conversational in tone, reflect the temper of her character. She is ever fond of a dig at the rigid requirements of study that do not bear upon the human side of life. "I am sure the daisies and buttercups have as little use for the science of Geometry as I, in spite of the fact that they so beautifully illustrate its principles." "I detest grammar as much as you do; but I suppose I must go through it if I am to write, just as we had to get ducked in the lake hundreds of times before we could swim!" Her philosophy is

naturally of a piece with her passion for the humanities; it is often quaintly practical. "I hope," she writes "that L. isn't too practical, for if she is, I'm afraid she will miss a great deal of pleasure." When the question of her taking a regular course at college was at issue, she writes to a friend: "I found it hard, very hard, to give up the idea of going to college; it had been in my mind ever since I was a little girl; but there is no use doing a foolish thing, because one has wanted to do it a long time, is there?" She writes to the instructor in literature at Radcliffe: "When I came to your class last October, I was trying with all my might to be like everybody else, to forget as entirely as possible my limitations and peculiar environment. Now, however, I see the folly of attempting to hitch one's wagon to a star with harness that does not belong to it."

A young woman of twenty-two who writes and talks like this; who is equally enthusiastic over a walk in the woods or a sail on the water as over the treasures of Homer or Shakespeare; who can become absorbed over a game of checkers or solitaire; who is as much convulsed by the nonsense of Lear or the clever topsy-turvydom of "Lewis Carroll" as the most ardent devotee of those ministers to the gaiety of life; whose knowledge of the history of the race is extensive and accurate, as her appreciation of literature is sincere and comprehensive; who converses in two or three languages and reads as many more; who counts among her friends the most gifted and the most eminent contributors to the intellectual life of the day;—surely such a life can hardly be spoken of as an uninteresting or impoverished one for any person of modest years. We cannot forget that these achievements and the privileges that they have brought, are those of one who knows no color and hears no sound, whose avenues of communion with the world are at the best indirect and awkward, and for whom many of the most intimate facilities for keeping aglow the torch of learning are ever beyond reach. Yet the most sincere testimony to the inherent value of her narrative is that in reading it one is often more engrossed by the sentiment and the vigor of what is said than by the peculiar condition of the writer.

The story of how all this was accomplished is one of pronounced interest to the educator and to the psychologist; its interest is not a technical one, however, and is sure to find a wide circle of readers. It seemed important to call attention in these columns to the literary

attractiveness of this remarkable human document, and to arouse an interest in the development of Helen Keller's mind by indicating, however inadequately, the personality of the young junior at Radcliffe.

JOSEPH JASTROW.

SOME RECENT BOOKS ON EDUCATION.*

In a volume of five hundred pages, Dr. Elmer E. Brown of the University of California has told, for the first time, the story of "The Making of our Middle Schools." The first third of the book treats of the old grammar or Latin school, as it existed in both England and America; the next section describes the academy; the last and most important section is reserved for the high school movement with its attendant problems. The appendix contains statistical and descriptive data not elsewhere accessible in convenient form, and a well-selected critical bibliography of the subject filling forty pages. The work is well indexed. Dr. Brown has written a book characterized by thoroughness of scholarship, a judicial spirit, and comprehensiveness. He has succeeded very largely in that most difficult phase of his undertaking to an educational historian,—the correlation of scholastic institutions with outside social forces. His treatment of religious and political movements in relation to education is full and satisfactory; the economic factor unfortunately does not receive the same attention. The strength of German and other foreign influence on secondary education in America during the period of the educational revival is underestimated. The definition of secondary education contained in the introductory chapter, while historically correct for the American middle schools, is unscientific inasmuch as it ignores the essentially

* **THE MAKING OF OUR MIDDLE SCHOOLS.** An Account of the Development of Secondary Education in the United States. By Elmer Ellsworth Brown, Ph.D. New York: Longmans, Green, & Co.

THE MAKING OF CITIZENS. A Study in Comparative Education. By R. E. Hughes, M.A. (Contemporary Science Series.) New York: Imported by Charles Scribner's Sons.

THE THEORY OF EDUCATION IN PLATO'S "REPUBLIC." By John E. Adamson, M.A. New York: The Macmillan Co.

INTEREST AND EDUCATION. The Doctrine of Interest and its Concrete Application. By Charles De Garmo. New York: The Macmillan Co.

TALKS TO STUDENTS ON THE ART OF STUDY. By Frank Cramer. San Francisco: Hoffman-Edwards Co.

DEVELOPMENT OF THE CHILD IN LATER INFANCY. Being Part II. of "The Intellectual and Moral Development of the Child." By Gabriel Compayré; trans. by Mary E. Wilson. (International Education Series.) New York: D. Appleton & Co.

SPECIAL METHOD IN THE READING OF COMPLETE ENGLISH CLASSICS in the Grades of the Common School. By Charles McMurtry, Ph.D. New York: The Macmillan Co.

THE METHOD OF RECITATION. By Charles A. McMurtry, Ph.D., and Frank M. McMurtry, Ph.D. New York: The Macmillan Co.

secondary character of much of the work done in American colleges. These are points of minor importance, however. This history of secondary education is the most creditable and considerable book on American education yet published.

"The Making of Citizens, a Study in Comparative Education," is the somewhat misleading title of a recent volume in the "Contemporary Science Series" by Prof. R. E. Hughes. This work aims to do for the English-speaking public what M. Levasseur has done for France in the way of presenting in a systematic form the most important facts concerning schools. Prof. Hughes confines himself to the schools of England, France, Germany, and the United States, and treats of the primary school system, the secondary school system, the education of girls and of defective children. Not satisfied with important statistics and the framework of the school code, Prof. Hughes points out the relation which these facts bear to the vital problems facing each nation. This method adds greatly to the interest of the book. The author is free from bias, and sees the main educational problems in proper perspective. His knowledge of the details of some of the school systems, particularly the American, is limited and leads to a number of questionable statements, such as the following: "American children seem to be losing the faculty of play" p. 173; "The primary schools of America do not meet the needs . . . of the great body of German and Scandinavian immigrants" p. 193; "In America, . . . the real vocation of a public secondary school to act as an intermediate step to a university has been largely abandoned to private secondary schools" p. 203.

Prof. John E. Adamson, in his "Theory of Education in Plato's 'Republic,'" has produced a closely-considered logical analysis of the pedagogical sections of the "Republic." This analysis, however, forms only the introductory portion of the various chapters, which treat of such topics as the substance of literature, the form of literature, melody and rhythm, and gymnastic culture. Prof. Adamson's chief aim is to show us the significance of Plato's standpoint in a modern philosophy of education. Our education to-day is too complex in its machinery, too many-sided in its interests; under the leadership of individualists like Rousseau and Locke, we have lost sight of the simple social aims of education; hence "Back to Plato!" should be our cry:—this in brief is our author's thesis. In thus endeavoring to apply Plato's theories to the needs of the twentieth century, he has essayed a difficult undertaking, but in a large measure he has succeeded. The book lacks neither maturity, logical precision, nor suggestiveness. It is well adapted to serve as a basis for discussion in that well-nigh obsolete subject,—the philosophy of education. Prof. Adamson does not attempt to trace Plato's indebtedness, or compare his suggestions with the practice of the Athenians; he ignores Aristotle and all succeeding classical writers on ed-

ucation. This method of treating Plato's educational ideas, as largely the result of his own creative genius, is likely to lead unwary readers to a highly-exaggerated notion of the originality of the great Athenian.

The theory of interest recently set forth by Dr. John Dewey is the central theme in Prof. De Garmo's "Interest and Education: The Doctrine of Interest and its Concrete Application." According to this view, pleasurable excitement in connection with study does not of itself constitute true interest. Pleasurable excitement can only be termed interest when it is the result of a persistent effort to attain ends in the interest of self-expression. The first four chapters of Prof. De Garmo's book cover the theoretical considerations; the remaining eleven deal with the application of the new standpoint to such educational questions as elective studies, motor training, and methods. Perhaps the most useful chapters for teachers are those on the art of exposition and the art of questioning. The book is well written, and several of the chapters contain clever bits of characterization.

An unconventional treatment of a shop-worn subject is found in Prof. Frank Cramer's "Talks to Students on the Art of Study." An outline of psychological theory drawn largely from Prof. James provides the framework of the book, but does not determine its character. Its aim is not "to fill the place of a manual of logic, psychology, or pedagogy," but to "furnish effective suggestion to the student who is passing through the critical period of his intellectual life." The author is as good as his word. From a wide and varied experience, he has gathered a number of apt and telling illustrations which he states with unusual force and earnestness. The difficulties in the formation of correct intellectual habits are made sufficiently concrete to strike home to the average student of the late high school or early college period. Like many writers with a similar practical aim in view, Prof. Cramer exaggerates the rôle of the individual's volitions; this very exaggeration, however, tends to increase the pedagogical efficiency of the work. It is a stirring appeal for correct habits in thinking.

The second part of Miss Mary E. Wilson's translation of M. Gabriel Compayré's "*L'Evolution Intellectuelle et Moral de l'Enfant*" has been published as the fifty-third volume of the "International Education Series." This portion of the translation is entitled "Development of the Child in Later Infancy." The topics here treated are the following: (1) imitation and curiosity, (2) judgment and reason, (3) learning to speak, (4) walking and play, (5) development of the moral sense, (6) weak and strong points of character, (7) morbid tendencies, and (8) sense of selfhood. Many of the chapters are as essential to the student of ethics and sociology as to the genetic psychologist. The clearness and charm of the author's style and his use of literary as well as scientific sources for the study of children will tend to secure for him a wider circle of read-

ers than similar books have gained. His present book is without doubt the most complete treatment of the child during infancy accessible to the American reader.

The most valuable feature of Dr. Charles McMurry's "Special Method in the Reading of Complete English Classics in the Grades of the Common School" is a carefully-prepared bibliography of children's classics. For the period beginning with the fourth grade and ending at the first year of the high school, Dr. McMurry has arranged three parallel lists of books. In the first column he places volumes suitable for class-room use. In the second column are the supplementary reference books valuable for children but not sufficiently finished in their literary form to justify their inclusion in the first column. The third column contains books for teachers, chiefly history, biography, literature, and pedagogy; this list needs further classification. These three lists have been submitted to a number of superintendents, and revised in the light of their criticism. Critical and descriptive notes are frequent, and an exhaustive enumeration of the various inexpensive editions, with the names of their publishers, is included. While the average teacher may take an exception to some title here and there as too advanced for the grade specified, in general Dr. McMurry has provided a highly satisfactory guide for children's reading both at home and at school. Pedagogical chapters full of excellent suggestions and valuable quotations occupy the bulk of the volume. It is unfortunate that so useful a book should be marred by an occasional touch of sentimentality.

Simultaneously with the volume just mentioned is published a new edition of "The Method of Recitation," by Professors Charles A. and Frank M. McMurry. In mechanical setting, the new edition is a great improvement on the old. Marginal notes in small type add greatly to the usefulness of the work as a text-book. The majority of the chapters remain substantially identical in the two editions, but a few of the later ones have been entirely remodeled. The chapter on "Socratic Method" in the old edition is here omitted, and a new section on model lessons is included. The changes have all been made in the interests of greater clearness and compactness, but in no way do they alter the general character of the book.

HENRY DAVIDSON SHELDON.

BRIEFS ON NEW BOOKS.

Companions
pieces from the
Civil War.

In quantity increasing annually, the literature of the Civil War period grows upon the American reading public. The latest contributions to the stock of this class of books are in one respect the most valuable. Distance of time has given a broader view of the peculiar relations between the two parties to the internecine strife, and asperity and distrust have on both sides given way to a more amiable and appreciative feeling respecting those who were once enemies. As

Bulwer's soldier phrased it, "We always think more highly of a man after having fought with him." Two recent volumes of Civil War reminiscences, one presenting the Federal and the other the Confederate side, illustrate this kindlier view that the retrospect of the present day furnishes of a contest that once manifested only bitterness. Mr. Daniel Wait Howe, who was once an Indiana soldier and officer, presents under the title of "Civil War Times" (Bowen-Merrill), an entertaining and instructive recital, which combines his own personal experiences in camp, on the march, and on the field, with a running commentary covering the leading and prominent events of the entire war period. Though this combination results in a sort of *melange*, criticism of the oddity of this form of literary composition is disarmed by the fidelity and accuracy which distinguish the historical portions of the book, and the agreeable ingenuousness of the personal recollections. Mr. Howe is a fearless censor of the incompetency and bungling and jealousy which too often marked the conduct of prominent Federal officers; but he is also the bold champion of the fame and honor of such generals as George H. Thomas, who won his admiration, and in such cases he gives good reasons, found in his own experience and observation, for the praise he bestows. His accounts of the operations of the Army of the Cumberland, during the battles of Stone River, Chickamauga, and Chattanooga, and the East Tennessee and Atlanta campaigns, are so full and circumspect as to merit the name of fair military history. The author's personal reminiscences, including the extracts from his diaries of the time, serve to present a living picture of camp life and field experiences in the Union army in the South.—A corresponding picture of the like experiences of the Confederate officers and soldiers in the Eastern army (Virginia), as seen by the young and vivacious wife of a Southern officer, is presented under the title of "A Virginia Girl in the Civil War" (Appleton). The recollections of this lady—who is given, in their recital, the name of Mrs. Daniel Grey—are collected and edited for her by Mrs. Myrta Lockett Avery of New York. Her story of the vicissitudes of her army life, her journeys with or in the wake of the command in which her husband was serving, her life in camp or barracks, her services in hospital, her anxieties in the time of battle and the dangers from foes and the elements which she encountered, her passing of the blockade and her hardships as a prisoner, all are portrayed with a vividness of recollection that brings the reader of today into some appreciation of the strenuous character of the army life of that time. Throughout the narrative, the zeal of devotion to the "bonnie blue flag" and the cause it represented is tempered by a recognition of the manly and noble qualities exhibited in many of the officers and soldiers of the Federal army whom the sparkling Southern lady encountered. It is out of such sketches of personal experience, prepared by the participants

themselves, when kept free from all harshness and bitterness of feeling, and animated by appreciation of the real worth of the citizen-soldiers of the American armies on both sides, that the true and faithful history of the Civil War is yet to be, in large part, drawn.

A summary of English constitutional history.

A very acceptable *résumé* of the history of England in its constitutional aspects, and one that promises to prove of great usefulness to students, is the work of Mrs. Lucy Dale, a student of Somerville College, Oxford. It bears the title of "The Principles of English Constitutional History" (Longmans); but a title more explanatory of the scope and objects of the work would have been "A Summary of English Constitutional History." It is a rapid but discriminating statement, in review, of the progress and development of constitutionalism in England, from the Roman period to the early part of the nineteenth century. The salient facts of each recurring epoch, as gleaned from the standard histories, are set forth in the form of the author's conclusions, and with a brevity that seems dogmatic. Such would appear to be the author's chosen method, as she has abstained from citing authorities to support the averments of her text. We infer that her aim is to furnish a treatise for students, to follow their reading in the general popular histories, and to serve them as a guide to the closer study of the fundamentals of government, as disclosed in the works of the constitutional historians. We are of opinion that the work will well serve to fill this place in the curriculum of students of these subjects. What were the inner meanings of the changes which were experienced during the centuries by that anomalous system called the English Constitution are here pointed out, briefly and succinctly, but always clearly. For instance, the devotion of the English people to both the institutions of the kingship and the parliament is kept before the student as a principle continuously asserting itself; and the Restoration of the Stuarts is shown to exhibit a new assertion of that principle, rather than an undue fondness for a particular family of monarchs. This summary history of 440 pages is followed by a condensed "Analysis of Contents," in fifteen pages, which is in itself a brief conspectus of the entire body of the work, showing almost at a glance, and in the most convenient form, the successive constitutional aspects which have been more copiously illustrated in the twelve chapters of the work. If we mistake not, Mrs. Dale's treatise will prove quite acceptable to historical study classes connected with clubs, as well as to those in the higher schools.

Sheridan's plays, printed as he wrote them.

Mr. W. Fraser Rae, already known as a careful student of Richard Brinsley Sheridan's life and times, as evinced in his biography of the playwright, has now given us "Sheridan's Plays, Now Printed as he Wrote Them, and his Mother's Unpublished

Comedy, 'A Journey to Bath'" (London: David Nutt). An Introduction by Sheridan's great-grandson, the Marquess of Dufferin and Ava, adds interest to the work, which is increased by Mr. Rae's profuse "Prefatory Notes." From these last it may be learned that "Sheridan's grandfather" (evidently a misprint for "father," the grandfather having died in 1738) "gave much time and care to arranging the manuscripts of 'The Rivals,' 'The Duenna,' 'The School for Scandal,' and 'The Critic,' and he had them bound in handsome volumes." It is from these that the present edition is prepared; and it appears that not only are all the editions now in print taken from the acting versions, as distinguished from the author's, but the edition published by Murray in 1821, and usually regarded as definitive, was edited by Wilkie on the good old simple plan of striking out the things he did not like and saying nothing about them. "The Rivals," however, is not taken from the author's first manuscript, which is thought to have perished with the burning of Covent Garden Theatre. What is stated in several modern authorities to be a rumor, — that "The Rivals" was ill-received on its first production, owing largely to the poor presentation made by Mr. Lee of the part of Sir Lucius O'Trigger, — is finally confirmed by Mr. Rae, who makes copious citations from the contemporary daily press in proof, and makes it all the more to be regretted that the original manuscript has not survived to tell the world what changes were made in the eleven days that elapsed between the first and second presentations, the success of the piece being thereby achieved. But Sheridan himself prepared a copy of "The Rivals" for publication, which is followed here; and this differs in several respects from the acting version with which modern play-goers are familiar. Lord Dufferin's Introduction is interesting rather than important, and contains some sentences setting forth that nobleman's conceptions of his ancestor's principal characters. The critic will thank Mr. Rae for his inclusion of Sheridan's mother's fragmentary composition, "A Journey to Bath," since the son made use of it, though the use is slight at best, and is not shown in "The Rivals," as sometimes alleged, but in "The School for Scandal."

The Abbey Blue-book.

In the latter part of the sixteenth century there lived, in a small tenement in Dean's Yard, Westminster, William Camden, an old man who had been Headmaster of Westminster School, and was then Clarenceux King-at-Arms under Queen Elizabeth. He was also an antiquary and annalist. To his fondness for "diverting" himself among the tombs and ancient monuments we owe the first attempt at a guide-book of the Abbey, — a list, in Latin, of the chief monuments, with their inscriptions. It was published in 1600. Since then, writing books about Westminster Abbey has been an occupation especially attractive to those who have lived within the Abbey's precincts; and we have some deeply in-

interesting books in consequence,—Dean Stanley's "Memorials," for example. The "Annals" and the "Deanery Guide" were written by Miss E. T. Bradley, who is the daughter of Dean Stanley's successor. The last-named book was first published in 1885, and its value to the visitor to the great Abbey is attested by the fact that it has passed through twelve editions. Its writer (who has since become Mrs. A. Murray Smith), feeling that there was a call for a guide-book to the Abbey smaller than Dean Stanley's "Memorials" or her own "Annals," yet more comprehensive than the "Deanery Guide," has provided such a book in "The Roll-Call of Westminster Abbey" (Macmillan). This is an attempt to furnish some historical knowledge of the dead who are buried or commemorated in the Abbey; and while such an idea may not seem to promise very favorable results, Mrs. Murray Smith has succeeded in making a very readable book,—full of interest to one who is fond of antiquarian lore. It is, in fact, a guide-book relieved of its systematic dullness. Elaborate ground-plans at the end of the book add to its value as a guide, and the half-tone full-page illustrations, twenty-five in number, being from photographs recently taken, give more accurate ideas of the Abbey interior than those with which we are more familiar. The colors of the binding correspond with the blue-and-gold hangings with which the Abbey was draped at the Coronation of Edward VII.

*New translation
of Aristotle's
Psychology.*

The way of the translator of Aristotle is sufficiently hard to make it a matter of special congratulation when a competent scholar turns his attention to this field. Professor W. A. Hammond, who holds the chair of Ancient and Medieval Philosophy at Cornell, has the training both of the philosopher and of the classical scholar, and the translation of Aristotle's Psychology which represents the first fruits of his labors is likely to remain a standard for some time to come (Macmillan). It includes the "De Anima" and the "Parva Naturalia." Of the latter there has hitherto been no satisfactory translation; and while Wallace's translation of the "De Anima" is in many respects excellent, the success of this new attempt justifies it, apart from the desirability of having all of Aristotle's psychological writings in a single volume. A valuable introduction sums up Aristotle's psychological doctrines with a clearness and succinctness which leaves little to be desired. The final section, on Aristotle's conception of the creative reason, is particularly successful in dispelling the haze which has gathered about that disputed question. Professor Hammond is notably objective in his whole treatment, and avoids the tendency, very noticeable in Wallace among others, to read Aristotle too much in the light of modern, and especially Hegelian, philosophy. The translation itself is easy and straightforward, and almost always clear where the text will allow of clearness. Expositions of the more difficult passages are given

in foot-notes. These are found just where they are needed; and in general the author evidently has the notion that notes are intended for the reader's enlightenment, rather than as a display of erudition. They are unusually free from useless lumber. While Aristotle cannot be recommended for light reading, the book ought to meet with a welcome beyond the ranks of the specialist. The Psychology is less well known than it should be, especially in these days when everyone is supposed to have some interest in the subject which it treats. The modern quality of Aristotle's mind appears not least in his Psychology; and one who approaches it simply out of curiosity, or for its historical value, is likely to find that he still has something to learn from a comparison with modern psychological results of this earliest attempt to systematize the facts of the mental life.

*A decade of
the memory of
Phillips Brooks.*

Ten years after his death, Phillips Brooks is still a living power in the world. On the twenty-third of January, Trinity Church was crowded with bishops, clergy, and representative citizens, assembled to pay tribute to his memory. The commemorative address, delivered by his successor in the bishopric, Dr. Lawrence, is now published under the title, "Phillips Brooks, a Study" (Houghton). The subject is, of course, too vast for the limits of a short oration; but the speaker makes happy choice of a few leading characteristics of the great preacher. Three of his contributions to the religious thought of the day are dwelt upon. First, he taught the essential unity of the universe,—God, man, and nature, inextricably interwoven into a living organism working out God's purpose. Secondly, he had confidence in God as the God of truth, and apprehended no conflict between science and religion. Thirdly, he preached the naturalness and healthiness of the religious life, and the divine sonship of man. The author is perhaps a little over-emphatic in making Dr. Brooks the great inculcator and expounder of the divinity that is in humanity, forgetting that this was Channing's constant theme. Appropriate emphasis is placed upon Phillips Brooks's entire freedom from narrowness, and his consequent influence far beyond the limits of his sect. His printed works have obtained a wider circulation than one might suppose. More than two hundred thousand copies of his sermons and other writings, we are told, are in the hands of the people. Yet he was the very last man to be touched with any pride of authorship.

*A strenuous
missionary in
South Africa.*

A valuable addition to the literature of missions comes from the press of Messrs. A. C. Armstrong & Son, in a volume entitled "John Mackenzie, South African Missionary and Statesman," written by his son, Prof. W. D. Mackenzie, of Chicago Theological Seminary. It is the life-record of a sturdy, practical, broad-minded Scotchman, who for more than forty years, from 1858 to 1899, labored incessantly

for the welfare of South Africa and her people. At first in charge of a local station, he soon came to see what an important bearing the politics of the country had upon mission work, and did not hesitate to take a hand in public affairs. South African politics is nothing if not strenuous, and he plunged into it with characteristic earnestness. He was an ardent Imperialist, and believed the British government should drop its vacillating policy and assume control of affairs with a firm hand. Naturally the attention of the authorities was drawn to him, and in course of time he was appointed Deputy Commissioner for South Africa. Here was the opportunity to put in practice his theories of political reform, and he made a brave attempt to do it. He at once, however, encountered fierce opposition. The success of his plans would mean the failure of those of the land-grabbers and schemers of all kinds. It was a battle-royal between honesty and righteousness on the one hand, and greed and selfishness on the other. The latter won, temporarily at least, and Mackenzie went back to his mission work. The whole account is of much interest, especially in view of what has since taken place in South Africa.

*London haunts
and highways.*

Those who know their London well, and love it, will keenly enjoy Mrs. E. T. Cook's "Highways and Byways in London" (Macmillan). A happy mingling of historical, literary, and descriptive matter, all enlivened with excellent drawings by Messrs. Hugh Thomson and F. L. Griggs, makes the book a most attractive one to the booklover and the recluse, as well as to the tourist. Though London was called by Cobbett "the great wen," by Grant Allen "a squalid village," by Madame de Staël "a province in brick," and all agree in regarding it as an ugly city, its ugliness is picturesque and even its grime is needed to tone down and harmonize the whole. The author regrets, and with reason, the spread of the big hotel and apartment house, so aggressively modern in their appearance. An amusing derivation of the word "cockney" is quoted from "an old writer." "A Citizen's sonne riding with his father into the Country, asked when he heard a horse neigh, what the horse did; his father answered, the horse doth neigh; riding further he heard a cocke crow, and said, doth the cocke neigh too? and therefore Cockney or Cocknie, by inversion thus: *incock, q. incoetus, i., raw or unripe in Country-man's affaires.*"

*More of the Quest
of the Holy Grail.*

"The Quest of the Holy Grail" is the title of a beautifully illustrated monograph issued by Messrs. Curtis & Cameron, and treating the Grail legend with special reference to Mr. Edwin A. Abbey's wall-paintings in the Boston Public Library. Dr. Ferris Greenslet, the author of the text, introduces his interpretations of Mr. Abbey's friezes with three chapters of wider scope. These discuss the symbolism of the Grail, trace the growth of the legend

through old romances and modern poems, and finally explain how it is treated by Mr. Abbey. Fifteen short chapters follow, each narrating the incident which is the subject of one frieze panel. All of the fifteen panels are reproduced in full-page tinted illustrations; and there are, besides, eleven very interesting studies of detail. The book is finely printed on Ruledale paper and artistically bound in linen covers.

BRIEFER MENTION.

We have received from Mr. Howard Wilford Bell, London, a collection of interesting booklets. "University Magazines and their Makers," by Mr. Harry Currie Marillier, is a paper read before a literary society, and has a valuable bibliographical appendix. "Some Impressions of Oxford" is a translation by Mr. M. C. Warilow of an essay by M. Paul Bourget, and has some pretty illustrations. "Quatrains from Omar Khayyam" are an even two dozen of the rubaiyat done into English, with an introductory essay, by Professor F. York Powell. These verses were first printed in "The Pageant" six years ago, and are now given a more permanent form because "they have been impudently misprinted by a pirate in the United States, where the laws as yet permit such dishonest and uncivil dealings." The last of these booklets, entitled "All's Well," is a selection of "optimistic thoughts from the writings of Robert Browning," made by Mr. Graham Hope.

"Macbeth" was the second volume in the "Variorum" Shakespeare of Dr. Furness, and was published thirty years ago. It is now issued by the Messrs. Lippincott in a revised edition which has been mainly prepared by the son of the veteran editor, Mr. H. H. Furness, Jr. Concerning which apostolic succession, we may quote the words of the elder editor: "Surely, the instances are not many where a literary task begun by a father is taken up and carried forward by a son; still fewer are they where a father can retire within the shadow with such conviction, as is now mine, that the younger hands are the better hands, and that the work will be done more deftly in the future than in the past."

Recent modern language texts include the following: The American Book Co. publish the "Marianela" of Señor Galdos, edited by Mr. Edward Gray, Lessing's "Nathan der Weise," edited by Professor Tobias J. C. Diekhoff, and M. Pierre Foncin's "Le Pays de France," edited by M. Antoine Muzzarelli. Messrs. Henry Holt & Co. publish Racine's "Andromaque," "Britannicus," and "Athalie," all in one volume edited by Professor F. M. Warren, and Herr Fulda's "Der Talisman," edited by Professor Edward S. Meyer. Messrs. D. C. Heath & Co. publish Corneille's "Cinna," edited by Professor John E. Matzke, and Herr von Liliencron's "Anno 1870," edited by Dr. Wilhelm Bernhardt.

We have received from the Mississippi Historical Society the sixth annual volume of its valuable "Publications," edited by Secretary Franklin L. Riley. The contents are too miscellaneous to be summarized in a paragraph, but we can testify to the scholarly activity which they betoken and to the interest of many of the papers. We note particularly a lengthy essay on "Suffrage and Reconstruction in Mississippi," by Mr. Frank Johnston.

NOTES.

W. Hepworth Dixon's "History of William Penn" is reprinted in a neat volume by the New Amsterdam Book Co., in their "Commonwealth Library."

"King Alfred's Old English Version of St. Augustine's Soliloquies," edited by Dr. Henry Lee Hargrove, is published by Messrs. Henry Holt & Co. as a volume of the "Yale Studies in English."

A recent doctoral dissertation of Columbia University (Macmillan) is Mr. George L. Hamilton's monograph on "The Indebtedness of Chaucer's 'Troilus and Criseyde' to Guido delle Colonne's 'Historia Trojana.'"

A "Julia Marlowe" edition of Mr. G. W. Cable's "The Cavalier" is published by the Messrs. Scribner. This means that the novel is provided with pictures representing Miss Marlowe in the character of the heroine.

To the "Dowden Shakespeare," published by the Bowen-Merrill Co., the "Othello" volume, edited by Mr. H. C. Hart, has just been added. The play is provided with an introduction of some length, and abundant notes.

The book of the "Wisdom of Jesus the Son of Sirach," otherwise known as "Ecclesiasticus," edited by Professor N. Schmidt, is published by the Messrs. Lippincott as the first volume of an "Apocrypha" uniform with the "Temple Bible."

Macaulay's "Lays of Ancient Rome" and Crabbe's "The Borough" form the contents of two recent volumes in the "Temple Classics" series (Dent-Macmillan). Mr. Oliphant Smeaton and Mr. Henry Williams are the respective editors of the two editions.

Beaumont and Fletcher's "Knight of the Burning Pestle" has recently been produced in Elizabethan style by the English Club of Stanford University, and Messrs. Elder & Shepard of San Francisco have sent us a booklet, "On Seeing an Elizabethan Play," prepared by way of explanation and comment.

"Epoch-Making Papers in United States History," edited by Mr. Marshall Stewart Brown, is a "Pocket Classic" from the Macmillan Co. The selection of papers is excellent, including not only the fundamental ones, but also a series illustrative of the slavery question from the Missouri Compromise to the Emancipation Proclamation.

The American Book Co. send us "Barnes's School History of the United States," thoroughly revised by Mr. Joel Dorman Steele and Miss Esther Baker Steele. We also have a copy of "Barnes's Elementary History of the United States," completely rewritten in the form of a series of biographies by Mr. James Baldwin. Both books are abundantly illustrated.

Messrs. Longmans, Green, & Co., are the publishers of a work on "Practical Physiology," produced by the collaboration of Messrs. A. P. Beddard, Leonard Hill, J. S. Edkins, J. J. R. Macleod, and M. S. Pembrey, all practical teachers of the subject in the London hospitals. It is essentially a laboratory treatise; designed for the use of both students and practitioners.

Messrs. Rector K. Fox and Pitts Duffield are the heads of a firm lately incorporated to engage in a general publishing business in New York City under the name of Fox, Duffield & Company. The first books to bear the imprint of the new concern will be a re-

print of "Everyman," with woodcuts reproduced from the first illustrated medieval edition, and "The Autobiography of a Thief," a genuine human document recorded by Mr. Hutehins Hapgood.

A happy thought in school reading books is embodied in Messrs. Rand, McNally & Co.'s charming pictorial edition of "A Child's Garden of Verses." Here we have a text that can be used with absolute satisfaction in the primary grades, and it is accompanied by a series of illustrations (including ten colored plates), by Miss E. Mars and Miss M. H. Squire, that greatly enhance the attractiveness of the book.

It is not often that popular success is achieved by a publication so presumably "heavy" in contents as a quarterly review of religion, theology, and philosophy; yet the new "Hibbert Journal" seems to have attained this distinction. Not less than four editions of the first number were required; the unexpected demand involving the resetting of the entire number, as the type had been distributed after the first impressions.

The three latest volumes in the Dent-Macmillan edition of Thackeray's prose works are occupied with the miscellaneous writings, comprising the "English Humorists" and "Four Georges" in one volume, and the Paris and Irish Sketch-books. Each volume has a frontispiece portrait in photogravure and a number of Mr. Charles E. Brock's clever drawings. Mr. Walter Jerrold's bibliographical introductions are, as usual, both interesting and to the point.

Hiram M. Stanley, for fifteen years associated with Lake Forest University and a well-known writer on philosophical and literary subjects, died at Binghamton, N. Y., on the 3d of this month, after more than two years of almost continual illness. He was born in 1857 at Jonesville, Mich., and graduated from Lake Forest University in the class of 1881; later on he took a course at Andover Theological Seminary and engaged in post-graduate work at Lake Forest and Harvard. From 1885 to 1900 he occupied the position of librarian at Lake Forest. He was a frequent and valued contributor to THE DIAL and other periodicals in this country and England, and the author of three published volumes—"A Handbook of Psychology," "Evolutionary Psychology of Feeling," and "Essays in Literary Art."

LIST OF NEW BOOKS.

[The following list, containing 114 titles, includes books received by THE DIAL since its last issue.]

GENERAL LITERATURE.

- New Letters and Memorials of Jane Welsh Carlyle. Annotated by Thomas Carlyle, and edited by Alexander Carlyle; with Introduction by Sir James Crichton-Browne M.D. In 2 vols., illus. in photogravure, etc., large 8vo, gilt tops, uncut. John Lane. \$6. net.
- Anthology of Russian Literature, from the Earliest Period to the Present Time. By Leo Wiener. Part II., The Nineteenth Century. With photogravure portrait, large 8vo, gilt top, uncut, pp. 500. G. F. Putnam's Sons. \$3. net.
- Business and Love. By Hugues Le Roux. 12mo, gilt top, uncut, pp. 302. Dodd, Mead & Co. \$1.20 net.
- The Study of Poetry, and A Guide to English Literature. By Matthew Arnold. 24mo, gilt top, uncut, pp. 121. Macmillan Co. 75 cts.
- Songs and Stories from Tennessee. By John Trotwood Moore. Illus., 16mo, pp. 358. Henry T. Coates & Co. \$1.25.

BIOGRAPHY AND REMINISCENCES.

- The Life of Bret Harte.* By T. Edgar Pemberton. Illus., 8vo, gilt top, uncut, pp. 358. Dodd, Mead & Co. \$3.50 net.
- The Story of My Life.* By Helen Keller. With her letters (1887-1901), and a supplementary account of her education by John Albert Macy. Illus., 8vo, gilt top, uncut, pp. 441. Doubleday, Page & Co. \$1.50 net.
- Leaders of Public Opinion in Ireland.* By William Edward Hartpole Lecky. New edition; in 2 vols., 12mo, gilt top, uncut. Longmans, Green, & Co. \$4. net.
- Horace Greeley.* By William Alexander Linn. 12mo, pp. 267. "Historic Lives Series." D. Appleton & Co. \$1. net.
- British Political Portraits.* By Justin McCarthy. With portraits, 8vo, gilt top, pp. 331. The Outlook Co. \$1.50 net.
- A History of William Penn, Founder of Pennsylvania.* By W. Hapworth Dixon. With photographic portrait, 16mo, gilt top, pp. 337. "Commonwealth Library." New Amsterdam Book Co. \$1. net.

HISTORY.

- The History of Puerto Rico, from the Spanish Discovery to the American Occupation.* By R. A. Van Middelburg; edited by Martin G. Brumbaugh, Ph.D. Illus., 12mo, pp. 318. "Expansion of the Republic Series." D. Appleton & Co. \$1.25 net.
- The Private Life of the Romans.* By Harold Whetstone Johnston. Illus., 12mo, pp. 344. Scott, Foresman & Co. \$1.50.
- Jewish History: An Essay in the Philosophy of History.* By S. M. Dubnow. 12mo, pp. 184. Philadelphia: Jewish Publication Society.

NEW EDITIONS OF STANDARD LITERATURE.

- Poems of Philip Freneau, Poet of the American Revolution.* Edited for the Princeton Historical Association by Fred Lewis Pattee. Vol. I., large 8vo, gilt top, uncut, pp. 294. Princeton University Library. \$3. net.
- The Spanish Conquest in America.* By Sir Arthur Helps; edited by M. Oppenheim. Vol. III., with maps, 12mo, uncut, pp. 400. John Lane. \$1.50.
- Shakespeare's Othello.* Edited by H. C. Hart. 8vo, uncut, pp. 256. Bowen-Merrill Co. \$1.25.
- Eccelesiasticus.* Edited by N. Schmidt, D.D. With photographic frontispiece, 24mo, gilt top, pp. 179. J. B. Lippincott Co. Limp leather, 60 cts. net.
- The Borough.* By George Crabbe. With photographic portrait, 24mo, gilt top, uncut, pp. 339. "Temple Classics." Macmillan Co. 50 cts.

POETRY.

- The Princess of Hanover.* By Margaret L. Woods. 12mo, gilt top, uncut, pp. 144. Henry Holt & Co. \$1.50 net.
- The Canterbury Pilgrims: A Comedy.* By Percy Mackaye. 12mo, gilt top, uncut, pp. 210. Macmillan Co. \$1.25 net.
- David and Bathsheba: A Drama in Five Acts.* By Charles Whitworth Wynne. 8vo, uncut, pp. 100. New York: The Knickerbocker Press.
- Lyrics of Love and Laughter.* By Paul Laurence Dunbar. With frontispiece, 18mo, gilt top, uncut, pp. 180. Dodd, Mead & Co. \$1. net.

FICTION.

- The Wind in the Rose-Bush, and Other Stories of the Supernatural.* By Mary E. Wilkins. Illus., 12mo, pp. 237. Doubleday, Page & Co. \$1.50.
- The Mannerings.* By Alice Brown. 12mo, pp. 382. Houghton, Mifflin & Co. \$1.50.
- The Star Dreamer: A Romance.* By Agnes and Egerton Castle. With frontispiece, 12mo, pp. 375. F. A. Stokes Co. \$1.50.
- The House on the Hudson.* By Frances Powell. 12mo, uncut, pp. 416. Charles Scribner's Sons. \$1.50.
- A Summer in New York: A Love Story Told in Letters.* By Edward W. Townsend. 12mo, pp. 196. Henry Holt & Co. \$1.25.
- Roderick Tallafiero: A Story of Maximilian's Empire.* By George Cram Cook. Illus., 12mo, gilt top, uncut, pp. 482. Macmillan Co. \$1.50.
- Lord Leonard the Luckless.* By W. E. Norris. 12mo, pp. 291. Henry Holt & Co. \$1.50.
- The Triumph of Count Ostermann.* By Graham Hope. 12mo, pp. 333. Henry Holt & Co. \$1.50.
- The Substitute.* By Will N. Harben. 12mo, pp. 330. Harper & Brothers. \$1.50.

- The Gap in the Garden.* By Vanda Wathen-Bartlett. 12mo, gilt top, pp. 358. John Lane. \$1.50.
- The Pagan at the Shrine.* By Paul Gwynne. 12mo, gilt top, pp. 478. Macmillan Co. \$1.50.
- Waldia.* By Mary Holland Kinkaid. 12mo, pp. 312. Harper & Brothers. \$1.50.
- Red-Headed Gill.* By Rye Owen. 12mo, pp. 347. Henry Holt & Co. \$1.50.
- The Legatee.* By Alice Prescott Smith. 12mo, pp. 324. Houghton, Mifflin & Co. \$1.50.
- The Traitors.* By E. Phillips Oppenheim. Illus., 12mo, pp. 344. Dodd, Mead & Co. \$1.50.
- The Trail of the Grand Seigneur.* By Olin L. Lyman. Illus., 12mo, pp. 432. New Amsterdam Book Co. \$1.50.
- Tioba, and Other Tales.* By Arthur Colton. With frontispiece, 12mo, pp. 231. Henry Holt & Co. \$1.25.
- The Cavalier.* By George W. Cable. "Julia Marlowe" edition; illus. from scenes in the play. 12mo, gilt top, pp. 311. Charles Scribner's Sons. \$1.50.
- A Girl of Ideas.* By Annie Flint. 12mo, uncut, pp. 349. Charles Scribner's Sons. \$1.50.
- Kent Fort Manor.* By William Henry Babcock. Illus., 12mo, pp. 393. Henry T. Coates & Co. \$1.
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